

TODAYS LESSON

Title: Individual human development

Success Criteria:

- I can identify characteristics of the physical dimension of individual human development
- I can identify the characteristics of the social dimension of individual human development
- I can identify the characteristics of the emotional and intellectual dimensions of individual human development

INDIVIDUAL HUMAN DEVELOPMENT

Individual human development encompasses the changes that people experience from conception until death. Development is often characterised by milestones that are predictable and occur in a sequential order.

Examples include:

- Going through puberty
- learning to walk
- learning the skills required to interact with others

FOUR DIMENSIONS OF INDIVIDUAL HUMAN DEVELOPMENT

- In this course, we will examine four types or dimensions of individual human development (figure 1.8). All four dimensions are interrelated and therefore affect each other. We will explore these relationships in more detail later. It is important to understand the four dimensions of development before investigating the characteristics that are common during youth.

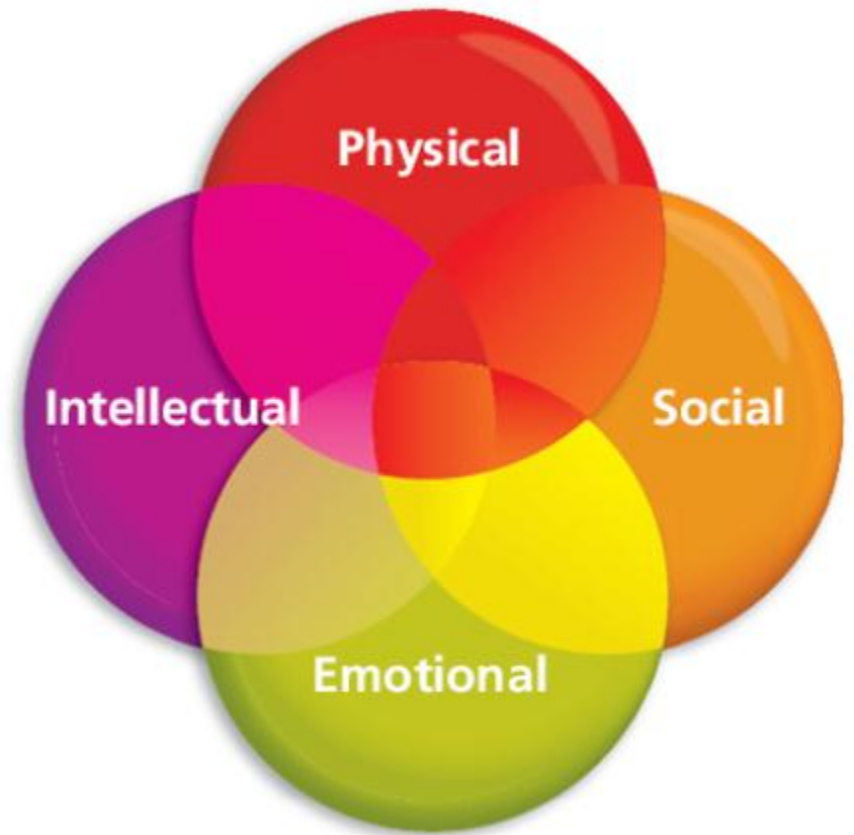
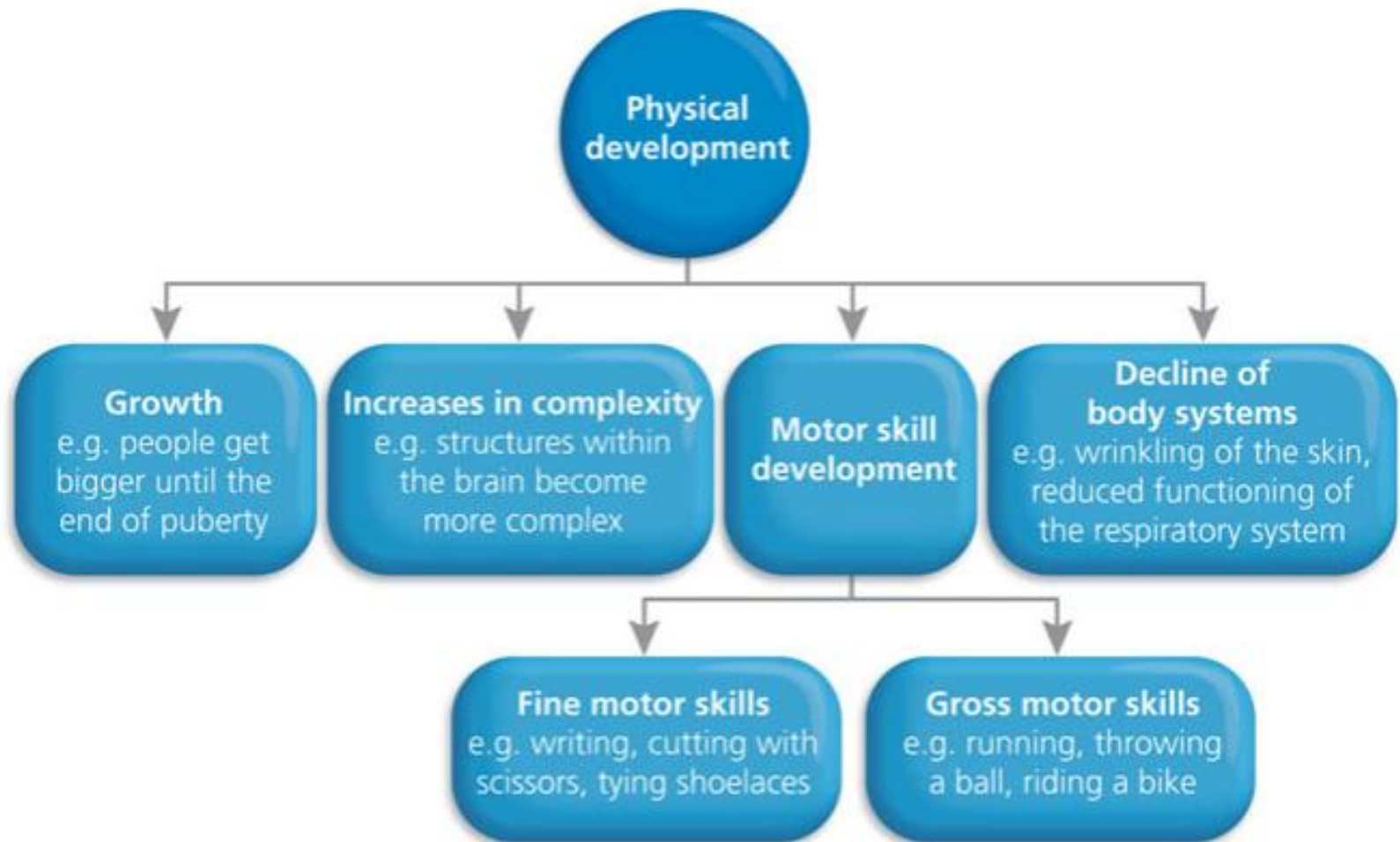


FIGURE 1.8 The four dimensions of individual human development

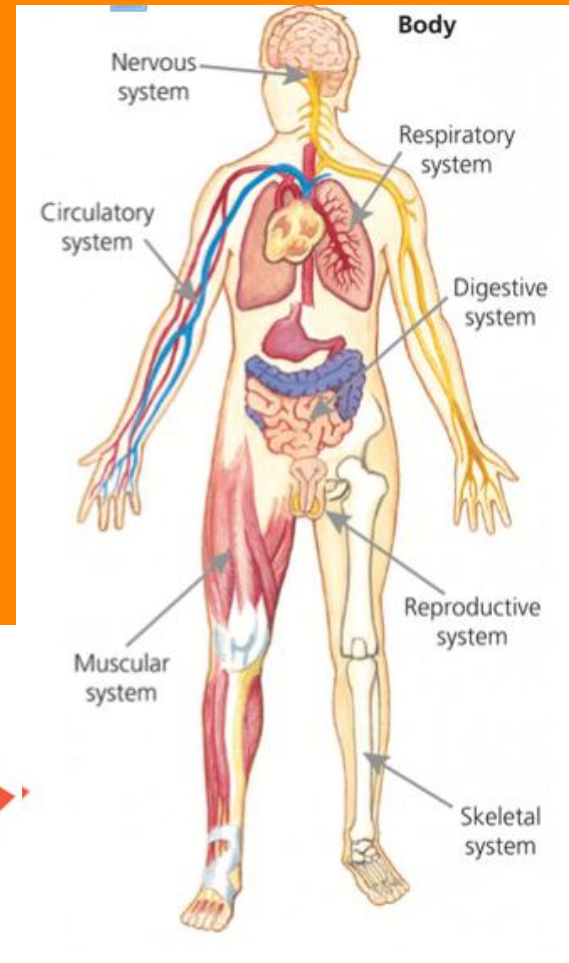
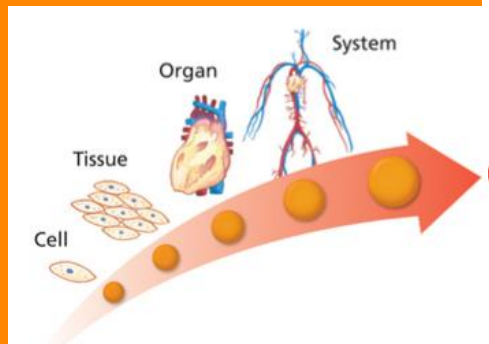
PHYSICAL DEVELOPMENT

Physical development refers to the changes that occur to the body and its systems. It includes external changes that you can see, such as changes in height, and internal changes you cannot see, such as the increasing size of the heart. Physical development includes growth as well as motor skill development.



MOTOR SKILLS

Motor skills refer to the control of the muscles in the body. Imagine a newborn baby. It has very underdeveloped motor skills (e.g. uncoordinated limbs). As the infant gets older, motor skills will develop and movements will gradually become more controlled and deliberate.



Motor skills can be classified as either fine or gross:

Gross motor skills refer to movements that involve large muscle groups such as walking, throwing, skipping and kicking

Fine motor skills involve control over the smaller muscle groups such as those used for writing, tying shoelaces, cutting with scissors and manipulating the mouth to speak.

GROWTH AND DEVELOPMENT OF BODY SYSTEMS

From early in the uterus, the embryo begins to develop the cells that will become the vital organs and systems required to sustain life in the outside world.

Examples of systems in the body include:

- The circulatory system
- The immune system.



FIGURE 1.11 Humans experience their fastest rate of growth while in the womb.

Growth refers to organs and systems getting bigger in size.

It is an important aspect of physical development.

Much growth occurs during **puberty**, which is why youth is considered a rapid growth period along with the prenatal and infancy stages (all organs and systems required to sustain life in the outside world).

Childhood is characterised by slow and steady growth, while the three adulthood stages are predominantly periods of maintenance.

Even though growth stops at the end of puberty, individuals keep on developing physically for the rest of their lives. The decline in body systems that people experience in **later lifespan stages** is also part of physical development

DECLINE OF BODY SYSTEMS

The body's systems decline in function as a normal part of ageing.

Most individuals reach their physical peak in the early 20s to early 30s. After this point, most of the systems — such as the muscular system, circulatory system and skeletal system — generally decline at a rate of about 0.5 to 2 per cent per year.

Most of the decline takes place over a long period of time. In fact, people might not realise they have changed until they look back at

Most of the changes are predictable, but there will be individual variations in when they occur. This is due to a number of factors, including:

- *differences in rate and timing of development.* Due to genetic and hormonal differences, some individuals will start the ageing process at a younger age than others, and some will age at a faster rate.
- *behaviours.* Not smoking, eating a balanced diet and exercising can slow the rate of ageing.

APPLY your knowledge

Watch the video. INFANT RUNNING



1. Describe how the running style of an infant compares to that of a youth or an adult.

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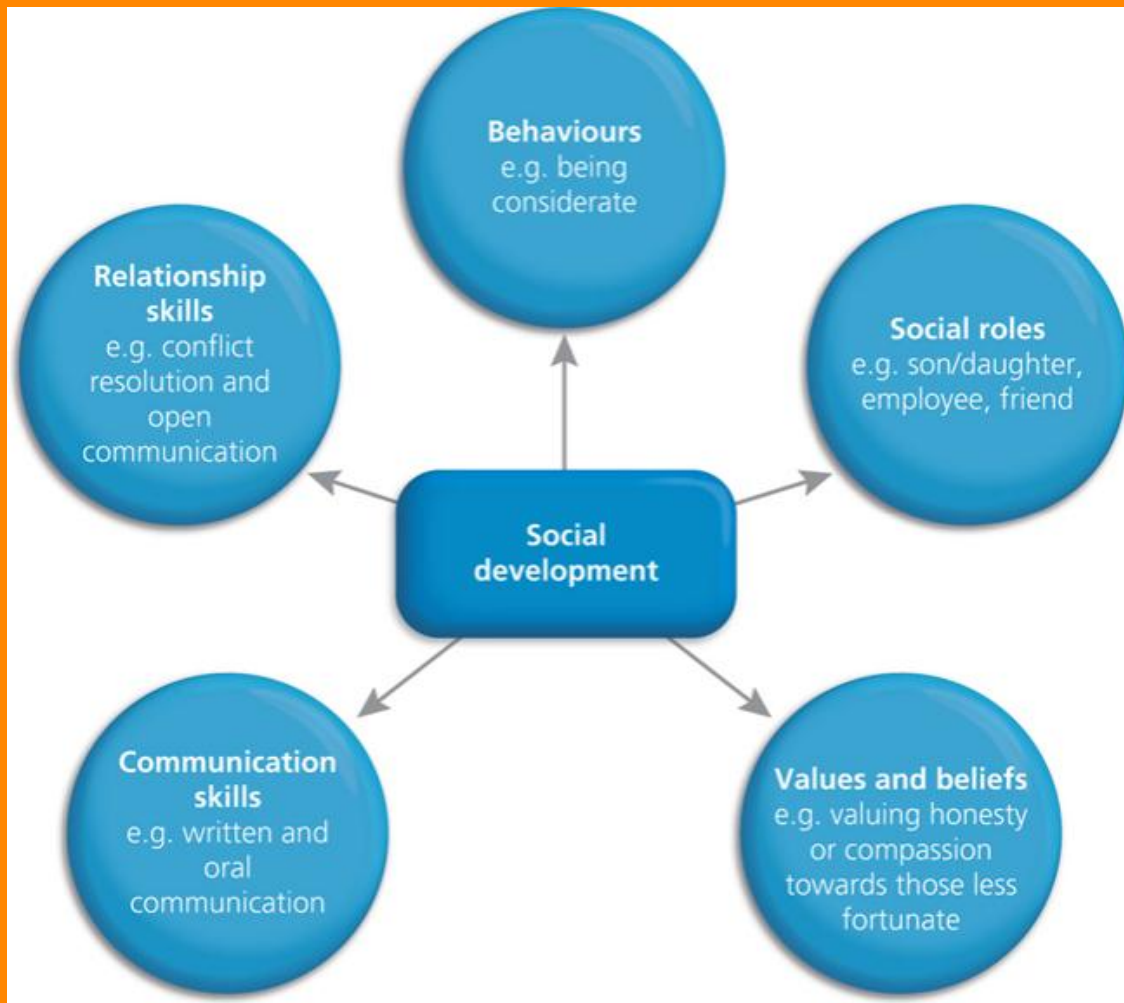
- I can identify the characteristics of the social dimension of individual human development
- I can identify the characteristics of the emotional dimension of individual human development

SOCIAL DEVELOPMENT

People from different cultures are raised with different values and skills relating to how they are expected to interact with others.

A newborn child knows very little about how to interact with others; it must learn the appropriate social skills and behaviours.

Social development refers to the social skills and behaviours that are learnt from a young age.



BEHAVIOURS

- learning what is appropriate behaviour in a range of situations and how individuals behave around others (figure 1.14).
- Being a good listener and being generous are two examples of behaviours that people may learn.



FIGURE 1.14 Learning behaviours, such as table manners and using a knife and fork, are important aspects of social development in Australia.

SOCIAL ROLES AND EXPECTATIONS

- Humans spend a lot of their time in different groups and will often have distinct roles within those groups.

Examples include:

The role of employee

A friend

A son/daughter

A coach

A team-mate.

Each role will generally have a set of behaviours, skills and expectations associated with it. Gender roles are another example of social roles and relate to behaviours that are culturally acceptable for males and females. Although many of these roles and expectations have broken down over the past decades, some cultures still have distinct roles for males and females. These roles are learnt from a very young age and shape many aspects of the wider society.

Examples of traditional social roles related to gender include:

- – males working and females staying at home to look after the children
- – men mowing lawns and women cooking
- – girls playing with dolls while boys play with trucks
- – men and women dressing differently (e.g. women wearing skirts and men wearing trousers).

VALUES AND BELIEFS

Determining what is important to an individual.

Throughout life, many people will stand up for what they believe in, and knowing what they believe in is the first step in this aspect of development.

Values and beliefs are formed through interactions with family, friends, wider society and the media.

COMMUNICATION SKILLS

Being able to effectively communicate with different groups of people.

This is an important aspect of development and continues to be built upon over the years.

For example:

- Talking to an elderly grandparent requires different skills than talking to a brother, sister or school friend.

RELATIONSHIPS

Knowing how to behave in a relationship and what is expected.

This will be continually refined over time.

It often requires establishing mutual respect and taking the time to listen to each other's point of view.

CASE STUDY

- Complete the Case Study

“Gone to the dogs: the girl who ran with the pack”

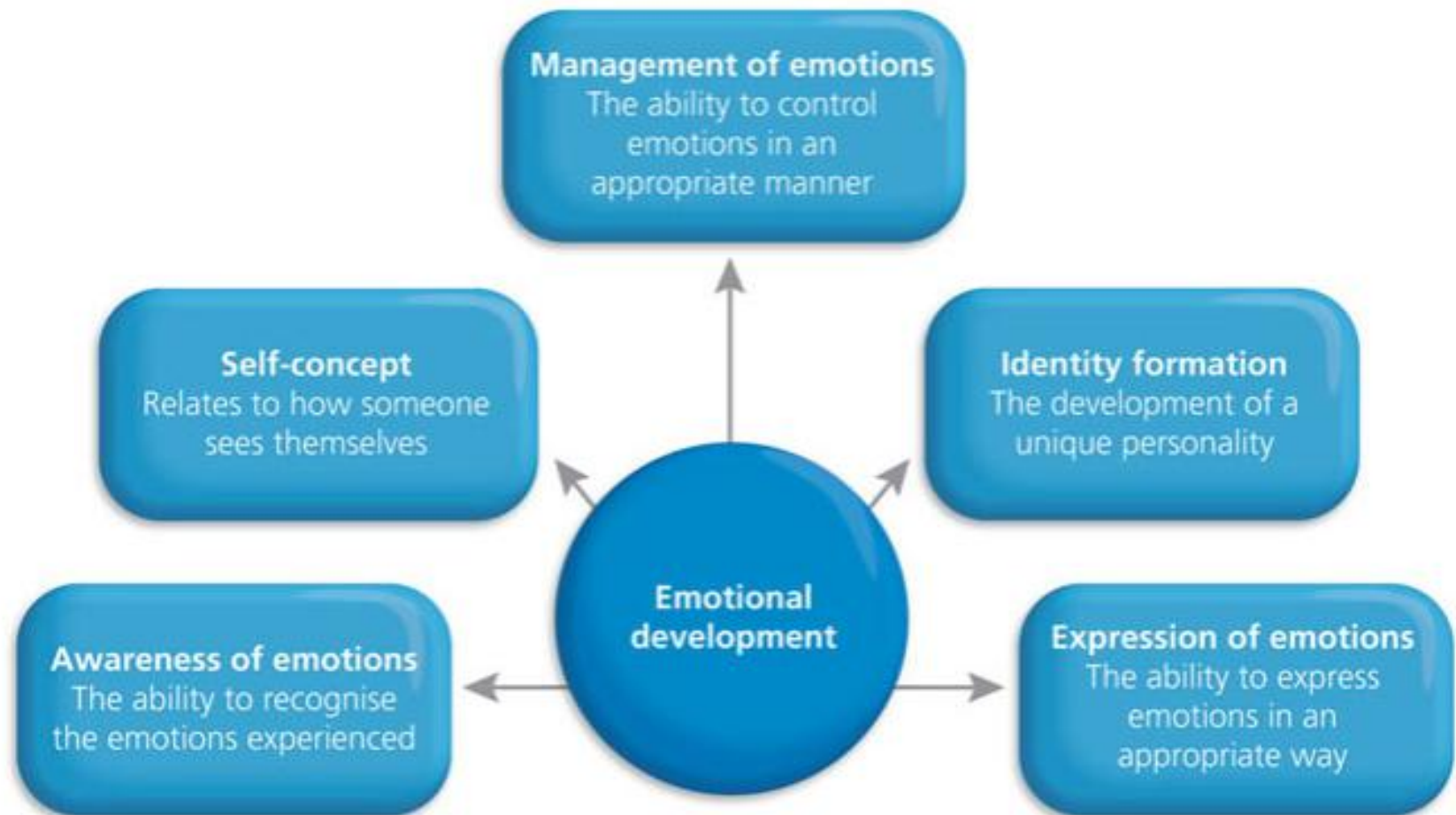
EMOTIONAL DEVELOPMENT



FIGURE 1.16 Throwing tantrums is a characteristic that most children overcome as they develop emotionally.

Emotional development refers to developing the full range of emotions, and learning appropriate ways of dealing with and expressing these emotions.

Good emotional development encourages positive self-esteem. Some specific examples of emotional development are summarised in figure 1.1.



SELF-CONCEPT

How individuals see themselves.

They may have different views about different aspects of themselves, such as their academic ability, social skills and physical capabilities.

AWARENESS OF EMOTIONS

How individuals identify which emotions they are feeling.

As people experience a range of emotions, they become better at identifying those emotions.

Love and jealousy are emotions that can be confusing when experienced for the first time.

MANAGEMENT OF EMOTIONS

How individuals control their emotions in different situations.

Desire, guilt and jealousy are common emotions that people want to control.

For example:

Instead of getting upset at not being selected for the soccer team, a person can direct this energy into training harder in order to have a better chance of selection next time.

APPROPRIATE EXPRESSION OF FEELINGS

How individuals show their emotions in an appropriate way.

This skill develops over time, which is why toddlers, rather than adults, are more likely to throw temper tantrums when they do not get their way.

FORMATION OF AN IDENTITY

Complete Case study “Identity”

TODAYS LESSON

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Success Criteria:

- I can identify the characteristics of the intellectual dimension of individual human development

INTELLECTUAL DEVELOPMENT

Intellectual development refers both to the processes that occur within the brain and to the increasing complexity of the brain.



FIGURE 1.19 Intellectual development is rapid during the early years but it continues throughout the lifespan.



KNOWLEDGE

This becomes more complex as people develop intellectually. The longer a person has been developing intellectually, the more opportunities they have to gain knowledge.

LANGUAGE

Knowledge of language and the way it can be used develops continually over the human lifespan.

MEMORY

Retaining information and being able recall it.

Memory abilities change throughout the lifespan and can decline in the latter parts of adulthood.

Using this section of the brain can help to promote a good memory into late adulthood.

ABSTRACT THOUGHT

Being able to think about concepts and ideas rather than just the physical objects you can see (concrete thought).

CREATIVITY AND IMAGINATION

Thinking in new ways.

Both creativity and imagination can be developed by exposure to many different experiences including books, music and other people.

PROBLEM SOLVING

Finding a way from the current state to the desired goal when no clear path exists.

Problem solving is one of the most complex of all thinking processes. Examples include trying to fit a number of commitments Page 16 into a given timeframe, figuring out what has caused a computer to crash or calculating how much weight a new (as yet un built) bridge can hold.

Trial and error is an important part of problem solving.

ATTENTION

Focusing on one aspect of the environment while ignoring others.

Attention is an important aspect of intellectual development as it assists in the learning of new material.

Young children can focus their attention for shorter periods of time than older children.

Attention can be developed by attaching an intrinsic (or internal) reward, such as attaching satisfaction to completing a task.

The more a person enjoys the matter requiring attention, the longer they can focus their attention on it.

CLARIFYING SELF-IDENTITY AND SELF-WORTH



INTERRELATIONSHIPS BETWEEN THE FOUR DIMENSIONS OF DEVELOPMENT

While the four dimensions of development have their own definitions and characteristics, none of them occurs in isolation.

All four dimensions influence each other as a person matures, and there is no limit to which any single aspect of development can influence another.

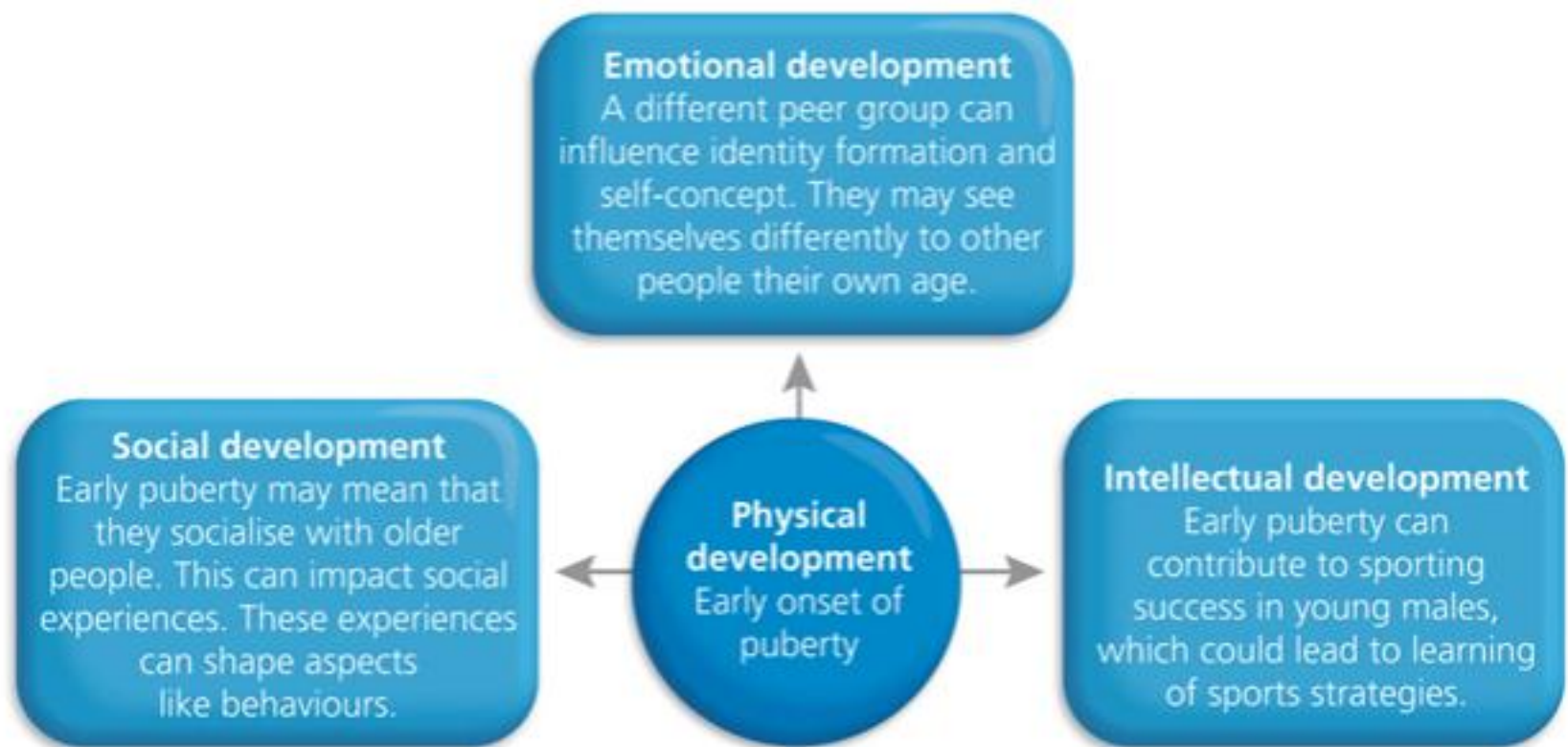


FIGURE 1.20 The possible impacts on social, emotional and intellectual development for a youth who starts puberty (physical development) earlier than his/her peers

APPLY your knowledge

Watch the video: Child-safe toys



1. Which dimensions of development are targeted by these toys?
2. Design a toy that would help develop motor skills in a baby/infant